Manual of the Stenograph

by

Miles Marshall Bartholomew

A 000 564 837 3
UC SOUTHERN REGIONAL LIBRARY FACILITY

THE LIBRARY
OF
THE UNIVERSITY
OF CALIFORNIA
LOS ANGELES

STENOGRAPH MANUAL.

Special Merits.

It can be learned in one-third the time the pencil systems require.

All its work is uniform and mechanically exact.

Its use is pleasant, and does not strain the eyes, hands or body.

As a result of these great advantages, an operator's work can be read by any one who understands the alphabet; its writing is peculiarly unvarying and legible at whatever speed the machine is operated; and the work can be performed with little fatigue. There is no pen paralysis possible, and the eyesight is free to follow the speaker's motions.

We claim that we have in the STENOGRAPH a system of shorthand as rapid as any other, the most exact and uniform, the least tiresome in practice, and by far the most easily and quickly learned.

B C Hennessy
Denison, Texas
L 24, 1903

MANUAL

OF

B. O. BAKER
LAWYER
DALLAS, TEXAS

THE STENOGRAPH,

BY

M. M. BARTHOLOMEW,
ITS INVENTOR.

PUBLISHED BY
UNITED STATES STENOGRAPH CO.
420 North Third Street,
ST. LOUIS, MO.

Entered According to Act of Congress in the year 1885,
By U. S. STENOGRAPH CO.
in the office of the Librarian of Congress, at
Washington, D. C.

Parker, Ritter, Nicholls Stationery Co.
Printers and Lithographers,
420 North Third Street, St. Louis, Mo.

231
B28m
1885

CONTENTS.

PAGE.

PREFACE 5
TO THE STUDENT 6

CHAPTER I.
Explanation of the Instrument and Directions for Keeping it in order 7
Proper Names 14
Initials 41
Abbreviations. 42
Compound Words 42

CHAPTER III.
Learning the Alphabet 14
Exercises 15
Wordsigns 22

CHAPTER IV.
Method of Spelling 24

CHAPTER V.
More About Vowels 35
Words Liable to Clash 39

452225

TUTTLE JAN 5 '43 LIBRARY SETS

CHAPTER VI.
Numbers 44
Punctuation 45
Paragraphing 45
Corrections and Insertions 46

CHAPTER VII.
Phrasing 48
Additional Wordsigns 50

CHAPTER VIII.
How to Practice 53

CHAPTER IX.
The Amanuensis, his Qualifications and Duties .. 56
The Verbatim Reporter 59

PREFACE.

THE introduction of the Stenograph makes it necessary that there should be provided such instructions as will enable those who secure the instrument to correctly learn its use. The Manual here presented is intended to supply this need.

TO THE STUDENT.

It is of the utmost importance to the student that correct habits be formed at the beginning. To bring about this result, care should be taken to do everything thoroughly and well. But one thing at a time should be attempted, and that should be mastered before going to the next.

To be a good stenographer, one must have a fair education, must spell and punctuate well, must write a good hand or operate a type-writing machine, must be able to comprehend the meaning of what he is called upon to write, and be able to detect and correct the more common errors in the use of language.

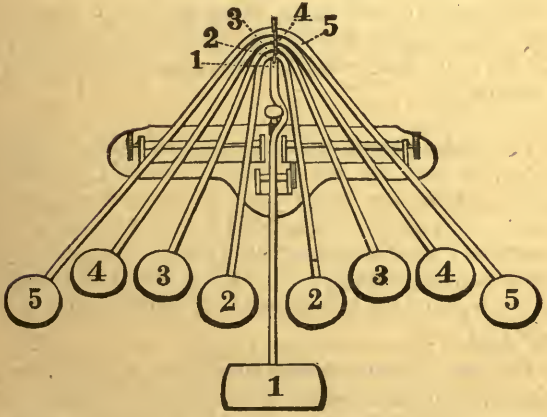
Some students seem to think, because the Stenograph is an instrument for shorthand writing, that a constant effort must be made to write rapidly. A greater mistake could not be made. The student should aim at strict accuracy, and let speed take care of itself. Speed comes only as the result of the familiarity gained by practice, and no amount of hurry will hasten it.

CHAPTER I.

EXPLANATION OF THE INSTRUMENT

AND DIRECTIONS FOR KEEPING IT IN ORDER.

The Key-Board.



From the accompanying cut it will be seen that there are only five keys, although at first sight there appear to be more. No. 1 is straight and has a marker on the end opposite the thumb-piece. The other four are V-shaped, having markers on the curved parts and finger-pieces on each extremity. The four finger-pieces on the left of the

key-board, numbered 2, 3, 4, and 5, make the same marks on the paper as the four on the right bearing the same numbers. The group on the right are operated by the fingers of the right hand, and those on the left by the fingers of the left hand.

The Spacing-Key lies a little higher and just back of the other keys. It moves the paper without making any mark upon it, and its use is to make spaces between the words. This is done by striking it after each word is finished. It should, however, be struck only once between words.

The tension of the spring which actuates the spacing-key is regulated by the little thumb-nut near the center of the key. It should only be strong enough to move the key promptly.

The Inked Ribbon.—At each movement of the keys, or any of them, the inked ribbon is pressed against the paper, making the marks upon it. This ribbon moves slowly along as the writing takes place. When it is all or nearly all wound upon one reel, it should be made to wind itself upon the other by moving the little arm or handle at the back of the instrument to the left or right, as the case may be.

The inked ribbon should be used only so long as it makes the marks plainly upon the paper with a light pressure. When it ceases to do this, it should be replaced by a new one.

When about to put on a new ribbon, cut the old one off, leaving about one inch attached to each reel. To these ends stitch the ends of the new ribbon, being careful to keep the edges even.

B. O. BAKER
LAWYER
DALLAS, TEXAS

The Paper Guide.—At one end of the paper guide there is an adjustable spring, and at the other there is a little roller which presses the paper against the rubber roller. The tension of this spring should be such that the paper will move forward whenever the rubber roller turns. It should be probably three or four times as strong as the tension of the space-key spring.

The little roller underneath the rubber roller should be looked at frequently and cleaned, and the bearings oiled, when necessary. If neglected it is liable to become clogged with dirt and dust from the paper and inked ribbon.

The Paper Roll must move with entire freedom, and not bind in the center or on the arms of the paper holder.

To put in a new roll, take out the small wooden center from the block on which the paper was wound and put it into the new one, then place it in the paper holder.

Cleaning, Etc.—Dirt is an enemy to all machinery. Even a gold pen will become unfit for use if neglected. The Stenograph is no exception in this respect. It should be examined every month or so, and should be cleaned and the bearings oiled as often as is necessary.

The little roller which presses the paper against the rubber roller, the pawl which causes the rubber roller to revolve, and the pawl spring should receive especial care.

Clock oil should be used, but in very small quantities.

If a Stenograph does not work properly it will be found in most cases that it only needs cleaning or that the tension of the space-key or paper-guide springs need adjusting.

CHAPTER II.

POSITION—HANDS—ALPHABET.

POSITION.

A larger amount of work can be done and with less fatigue if a natural, easy position of the body, head and arms be maintained, than otherwise.

The body and head should be erect and the arms should hang naturally at the sides.

Avoid leaning forward over the instrument.

Avoid pressing the arms against, or holding them too far from, the body, or resting them on the table.

USE OF THE HANDS.

One of the most important things in connection with the operation of the Stenograph is the proper use of the hands, and the most important thing in regard to the use of the hands is the following direction:

Use the Hands Alternately.—In other words, *the hands are used* in writing on the Stenograph *in the same manner that the feet are used in walking—first one and then the other.* This applies to striking the space-key as well as the writing keys.

Illustration.—In writing the sentence "That is not true," (tht z nt tru), supposing the first letter *th* to have been made with the right hand, the next, *t*, should be

made with left hand, the *spacc* with the right, *z* with the left, *space* with the right, *n* left, *t* right, *space* left, *t* right, *r* left, and *u* right.

Right, left, r, l, r, l, r, l, r, l, r.
th t (*space*) *z* (*space*) *n t* (*space*) *t r u*.

By placing the hands over the key-board it will be seen that there is but one key for each finger. The keys should be struck by the fingers to which they belong. The space-key should always be struck by the first or second finger.

The first and second fingers are stronger than the others, and care must be taken to give sufficient pressure with the little and third fingers and the thumb to make the marks plainly.

The strokes should be made with regularity. To do this no attempt should be made at writing rapidly. If a word is written too quickly it necessitates stopping to think how to write the next, and no speed is gained by such effort. The fingers should curve naturally and gracefully and not stick out straight.

DIRECTIONS.

Use but one hand at a time.

Use the hands alternately.

Write without looking at the instrument.

Keep the hands over the keys.

Strike the keys with the fingers to which they belong.

Press the keys down instead of striking them, but do not *hold* them down.

Lift the fingers from the keys instead of sliding them off.

The keys should be depressed with an even pressure.

Do not lift the hands high above the keys.

Avoid moving the whole arm; the movement should be principally from the wrist.

HOW THE ALPHABET IS FORMED.

If the whole five keys are depressed at the same time with either hand a line of marks or dashes is made across the paper ribbon, thus |-----|. The alphabet is formed from these marks. Depressing the thumb-key (No. 1) alone, makes a single mark on the left edge of the paper ribbon, thus | - | which represents the letter D; the second key (No. 2) produces a mark midway between the left edge and the middle of the ribbon, thus | - |, which represents N; the third key makes a mark in the middle of the paper, | - |, R; the fourth key produces | - |, T; the fifth key produces | -|, S. The first and second keys struck together produce the first and second marks on the paper, thus | -- |, which represent the letter L; the second and third produce | -- |, M. Other combinations represent other letters, as will be seen from the alphabet itself.

THE ALPHABET.

D	–	1.
N	–	2.
R	–	3.
T	–	4.
S	–	5.
L	– –	1, 2.
M	– –	2, 3.
K	– –	3, 4.
Z	– –	4, 5.
th	– –	1, 3.
P	– –	2, 4.
C	– –	3, 5.
H	– –	1, 4,
W	– –	2, 5.
B	– –	1, 5.
Y	– – –	1, 2, 3.
I	– – –	2, 3, 4.
V	– – –	3, 4, 5.
E	– – –	1, 2, 4.
G	– – –	1, 3, 4.
F	– – –	2, 4, 5.
O	– – –	1, 4, 5.
X	– – –	1, 2. 5.
sh	– – –	1, 3, 5.
U	– – – –	1, 2, 3, 4.
Q	– – – –	1, 2, 3, 5.
J	– – – –	1, 2, 4, 5.
A	– – – –	1, 3, 4, 5.
ch	– – – –	2, 3, 4, 5.

A	– – –
B	– –
C	– –
D	–
E	– – –
F	– – –
G	– – –
H	– –
I	– – –
J	– – – –
K	– –
L	– –
M	– –
N	–
O	– – –
P	– –
Q	– – – –
R	–
S	–
T	–
U	– – – –
V	– – –
W	– –
X	– – –
Y	– – –
Z	– –
th	– –
sh	– – –
ch	– – – –

NOTE.—The figures placed opposite each letter indicate the keys which are used in producing it. Thus: the figures 1, 2, 3, opposite Y, indicate that that letter is made by striking keys Nos. 1, 2 and 3 at one time.

CHAPTER III.

LEARNING THE ALPHABET—WORDSIGNS.

LEARNING THE ALPHABET.

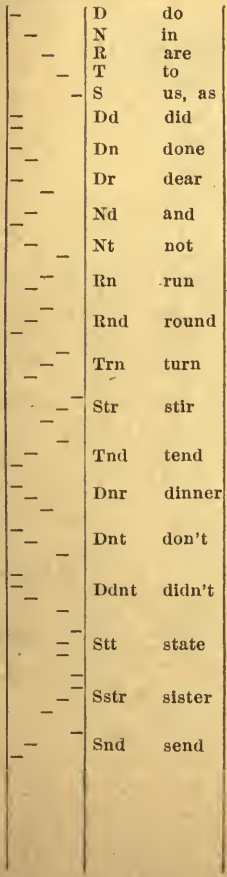
The purpose of this chapter is to assist the pupil in learning the alphabet.

Take one exercise at a time, commit the letters at its head to memory, and then write the words contained in it over and over again, in accordance with the spelling indicated, until the letters are thoroughly familiarized. Each exercise should be written and read at least fifteen times. The writing should be done with the utmost care.

Caution.—To *know* that the hands should be used alternately is not enough. The learner should watch and see that they *are* so used. Many persons who learn without a teacher fall into the habit, without knowing it, of commencing each word with the right hand or the left, or of striking the space-key always with one hand or the other. To avoid all these mistakes it is simply necessary to *change hands with each stroke.*

LEARNING THE ALPHABET.

ALPHABET EXERCISE I.

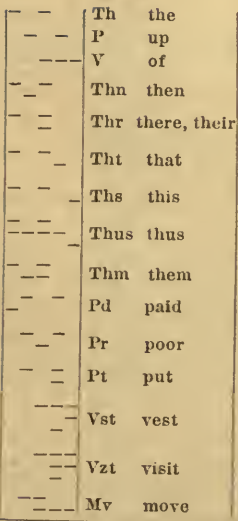


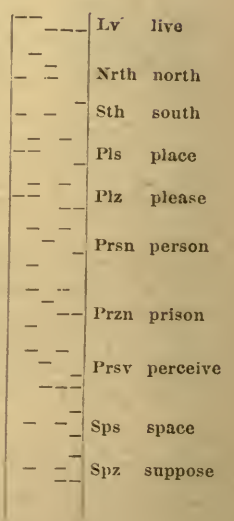
D	do
N	in
R	are
T	to
S	us, as
Dd	did
Dn	done
Dr	dear
Nd	and
Nt	not
Rn	run
Rnd	round
Trn	turn
Str	stir
Tnd	tend
Dnr	dinner
Dnt	don't
Ddnt	didn't
Stt	state
Sstr	sister
Snd	send

ALPHABET EXCERCISE II.

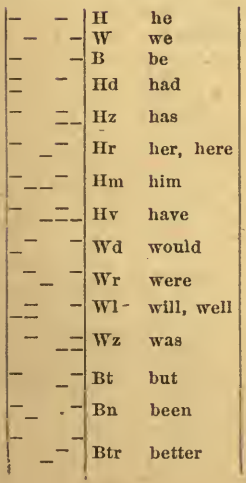
L	all
M	me, am
K	come
Z	is, his
Lt	let
Ls	less
Lnd	land
Lrn	learn
Md	made
Mn	men
Mr	Mr
Mt	met
Mnd	mind
Km	came
Kd	could
Kr	care
Kz	cause
Mzk	music
Dzr	desire
Dzn	dozen
Mk	make
Ltl	little
Ltr	letter
Dsk	desk

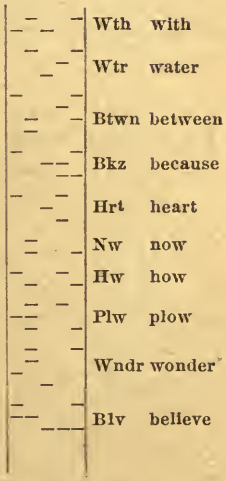
ALPHABET EXERCISE III.





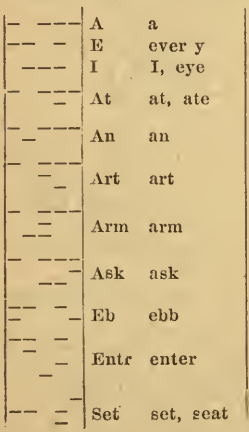
ALPHABET EXERCISE IV.

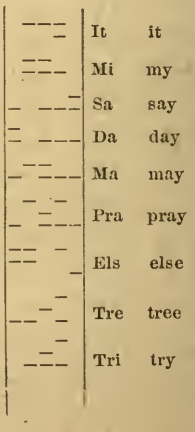




ALPHABET EXERCISE V.

It will be seen by the following exercise that vowels *beginning* words are written; also when a word *ends* with a vowel sound, the vowel is written.



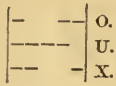


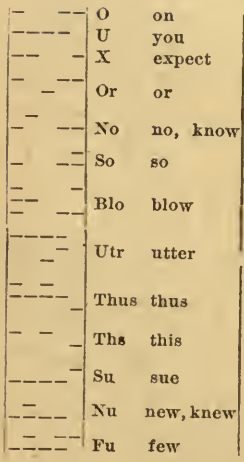
ALPHABET EXERCISE VI.

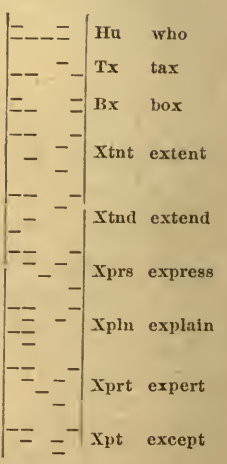
Y	Why	
F	if	
G	go, ago	
Ys	Yes	
Yt	yet	
Yr	your, year	
Gd	good	
Gn	gone, again	
Gt	get	
Got	got	

Gs	guess	
Fr	for	
Hf	half	
Grt	great	
Prty	party, pretty	
Bynd	beyond	
Mny	many, money	

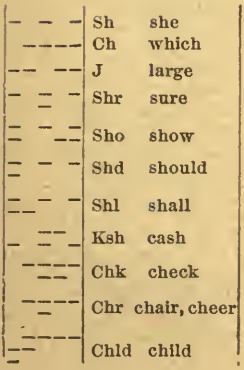
ALPHABET EXERCISE VII.

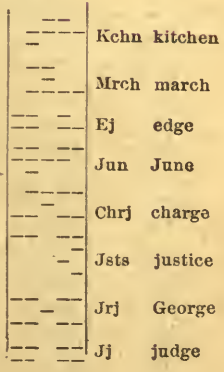






ALPHABET EXERCISE VIII.

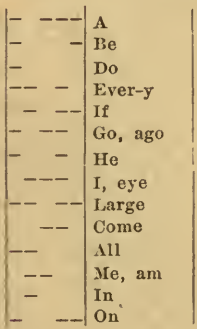




WORDSIGNS.

Each letter of the alphabet except C is used singly to represent some word of frequent occurence. A number of other common words are represented by abbreviations more or less arbitrary. These letters and abbreviations are called wordsigns. The first list contains the alphabet wordsigns, and should be as thoroughly learned as the alphabet itself.

ALPHABET WORDSIGNS.



*Those who find it difficult to make the letter |--- –| can write | –¯¯–| for the word *question*.

WORDSIGNS—List 2.

And	nd	Several	sv
Any	ny	Think	thk
About	ab	Thing	thg
After	af	Upon	pn
Away	aw	Very	vr
Answer	ans	What	ht
Before	bf	When	hn
Business	bz	Where	rr
Enough	nf	Yes Sir	ysr
From	fm	Best	bs
First	fs	Just	js
Into	int	Must	ms
More	mo	West	ws
Mr	mr	Herself	hrsf
Never	nv	Himself	hsf
Next	nx	Itself	itsf
No Sir	nsr	Myself	msf
Old	ol	Yourself	usf
Only	onl	Anything	nyg
Our	ou	Everything	eg
Out	ot	Nothing	ng
Over	ov	Something	smg
Other	uth		

CHAPTER IV.

METHOD OF SPELLLING.

Importance.—Spelling is not only one of the most important matters with which the student has to deal but it demands more of his time and thought than all other matters combined. The accuracy with which he will be able to do his work, when ready to put the Stenograph into practical use, will depend much upon the thoroughness with which he has learned to spell. To be a poor speller indicates that the student has been in too great haste in learning, or that he has been careless or—lazy.

Pronunciation the Basis.—The spelling employed in the use of the Stenograph is based upon the pronunciation. Words are spelled as they are pronounced, except that the intermediate vowels are, as a rule, omitted.

The mere pronunciation of a word would seem to be enough to enable one to spell it phonetically; but, as the common spelling is so apt to mislead, the following explanations and examples are given:

EXAMPLES.

Says	sez	sz	Half	haf	hf
Have	hav	hv	Some	sum	sm
Give	giv	gv	Would	wood	wd

NOTE.—In the second column the words are spelled as they are pronounced; in the third as they are written on the Stenograph.

SOUNDS, HOW REPRESENTED.

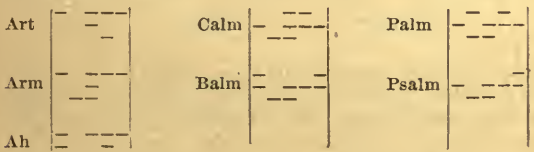
All the words of the English language are composed of about forty sounds. Most of these sounds are represented by the single letters of the alphabet. Others, however, are represented by two letters; as *aw*, *ow*, *oi*, *ng*, *th*, *sh*, *ch*.

NOTE.—The diphthongs, ow, oy, ew and long i, will be treated of as simple sounds.

VOWELS.

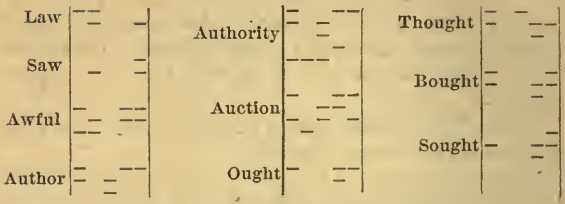
Long and Short Sounds.—As a general thing, it is sufficient to use a single vowel to represent both its long and short sounds. Thus, *fit* and *fight* may both be spelled *fit;* and *sin* and *sign*, *sin*. But if, for any reason, it should be necessary to make a destinction between such words, final *e* may be added to indicate the long sound, or even the common spelling may be adopted. Long *e* should be indicated by doubling it.

Ah.—The sound *ah*, when not omitted, is generally represented by *a*. When this is not sufficient the common spelling should be adopted.

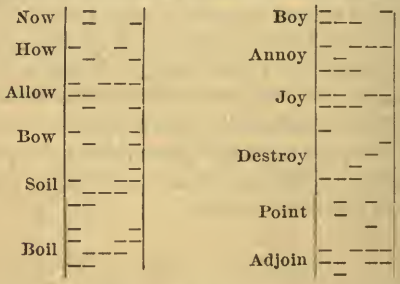


Aw, Au.—The sound *aw*, *au*, is represented as in the following examples. When this sound occurs at the beginning, or in the middle of words, it is generally safe to represent it by the use of the letter *o*, as the short sound of *o* very closely resembles that of *aw*. *O* should not be so used, however, at the end of words.

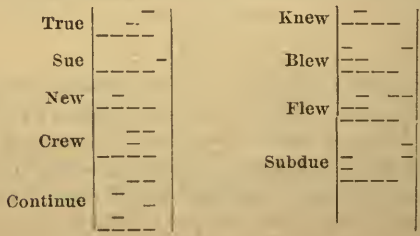
SPELLING—Continued.



Ow, Ou, Oy, Oi.—These sounds, when not omitted, are generally represented as in the common spelling, except that *o* is frequently omitted from *ow* and *oy*.



Ew—This sound is generally represented by *u*.



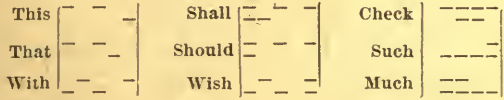
SPELLING—Continued.

Oo—This sound, when not omitted, is generally represented by *oo*.

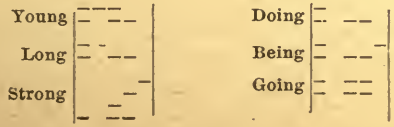
The words *too* and *who* are writen |___ | and |___ |.

CONSONANTS.

Th, Sh, Ch.—Sounds represented in the common spelling by *th*, *sh* and *ch*, are represented in writing upon the Stenograph by the letters | – – | – – – | and | ----|.

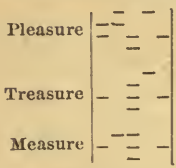


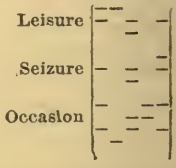
Ng.—The sound represented by these letters in the common spelling, is represented in the same way upon the Stenograph. In writing frequent words, however, the *n* is often omitted.



SPELLING—Continued.

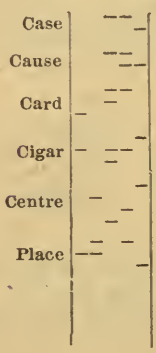
Zh.—This sound is represented by the letter | – – – |





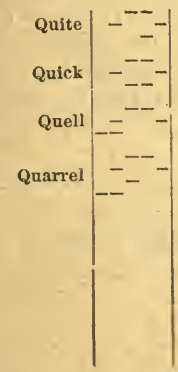
C, *q* and *x* are not needed in phonetic writing, as they represent the sounds of other letters. *X*, however, is used in writing upon the Stenograph.

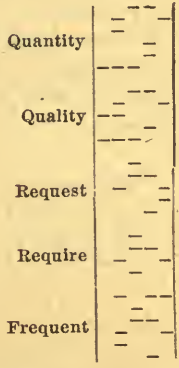
C.—Instead of *c*, write *s*, *k*, or *sh*, as pronounced.



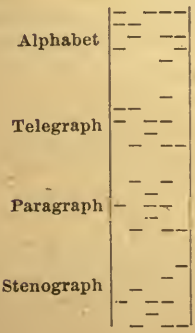
SPELLING—Continued.

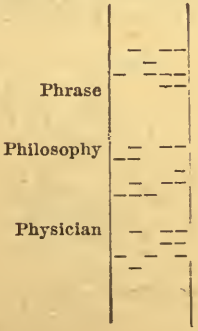
Qu always represents the sounds of *kw* and should be so written.





Ph always represent the sound of *f*.

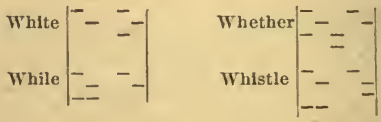




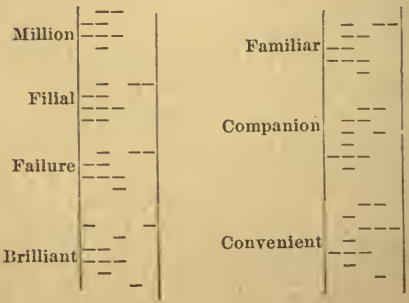
SPELLING—Continued.

Wh.—The sounds represented by *wh* in the common spelling are pronounced as if spelled *hw*, as will be seen by slowly pronouncing the word when (hwen).

The most frequent words containing this combination (which, when, what, and where) are provided with word signs.

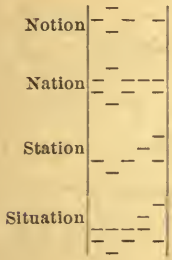


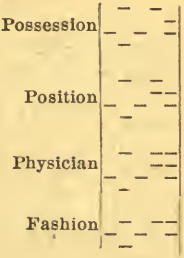
Ia, Ie, Io, Etc.—Use *y* instead of these combinations in the following and similar words:



SPELLING—Continued.

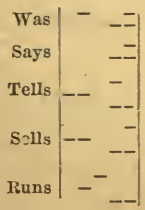
Tion, Cian, Sion.—This sylable should be written *shn*.

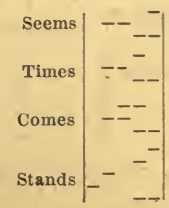




Troublesome Consonants.—*S* and *z*, *j* and *g*, and *t* and *d*, give students more trouble than all the other consonants. The following examples will show how they should be used.

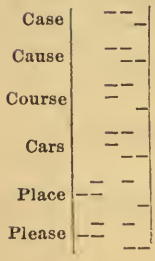
S and Z.

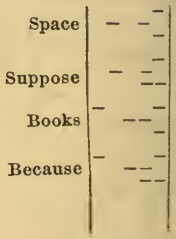




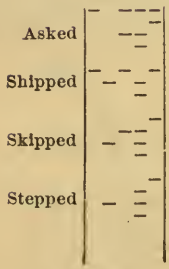
SPELLING—Continued.

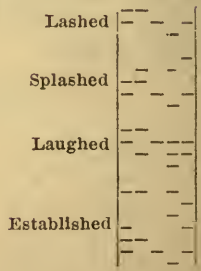
Contrasts.





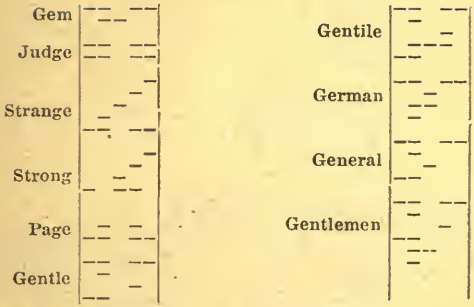
T and D.





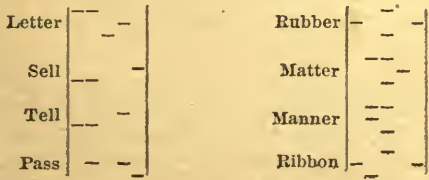
SPELLING—Continued.

J and G.



NOTE.—*G* is used only to represent its hard sound as in *get, guess*. The soft sound of *g* is the same as that of *j* and should be represented by the latter letter.

Double Letters.—Only one of double letters is generally pronounced.



SPELLING—Continued.

Ture.—The sylable *ture* is frequently pronounced as if spelled *chur*. It is written *chr* on the Stenograph.

Nature

Future

Fixture

Mixture

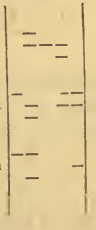
Structure

Silent Letters are omitted.

Night

Often

Listen



Could

Should

Would

Half

Walk

CHAPTER V.

MORE ABOUT VOWELS—INTERMEDIATE VOWELS—WORDS LIABLE TO CLASH—PROPER NAMES—INITIALS—ABBREVIATIONS—COMPOUND WORDS.

VOWELS.

Explanation of Terms.—*Initial Vowels* are those which begin words.

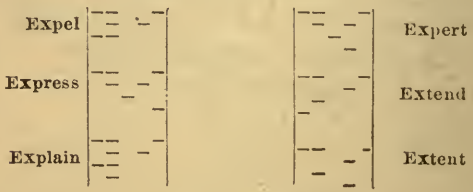
Final Vowels are those which end words.

Intermediate Vowels are those which occur in the body of words.

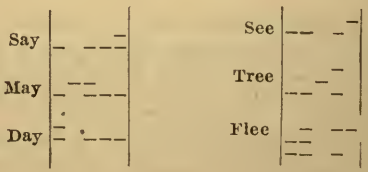
As stated in the preceding chapter, words are spelled, in writing upon the Stenograph, as they are pronounced, except that *intermediate* vowels are generally omitted. This implies that *initial* and *final* vowels are written.

Writing Initial Vowels makes a distinction between such words as *part* and *apart*, *tend* and *attend*, *send* and *ascend*, *sick* and *ask*.

EXCEPTION.—Initial *e*, when followed by *x*, should be omitted.



Writing Final Vowels makes a distinction between such words as *part* and *party*, *hand* and *handy*, *sir* and *sorry*.



SPELLING—Continued.

They	tha	Glee	gle
Stay	sta	No	no
Play	pla	So	so
Pray	pra	Slow	slo
Few	fu	Beau	bo
Sue	su	Show	sho
True	tru	Snow	sno
Flue	flu	Flow	flo
Knew	nu	Know	no

Final I.—When the short sound of *i* ends words, it should be represented by *y*, as in the common spelling; but long *i*, when final, should be represented by *i*.

Party	prty	Fly	fli
Ready	rdy	Cry	kri
Study	stdy	Spry	spri
City	sty	Sty	sti
Pity	pty	Nigh	ni
Happy	hpy	Sigh	si

NOTE.—The fact that the insertion of all initial and final vowels is not essential to legibility has not been overlooked; but as so many of them are essential, it is believed to be better to insert them all rather than to be compelled every time a word of this class occurs to decide whether it should be used or not. An expert will make a letter in from one-tenth to one-eighth of a second. The least doubt as to whether a letter should be written or not will cause a loss of more time than this.

452225

INTERMEDIATE VOWELS.

The general plan or rule for spelling adopted in the use of the Stenograph involves the writing of initial and final vowels and the omission of the intermediate vowels. But if an operator were to omit all of the intermediate vowels he would often be at a loss, when reading or copying his notes, to know which of two or more words was intended. Hesitation and loss of time, and in many cases serious errors, would result. For this reason intermediate vowels should be written when necessary to make distinction between similar words.

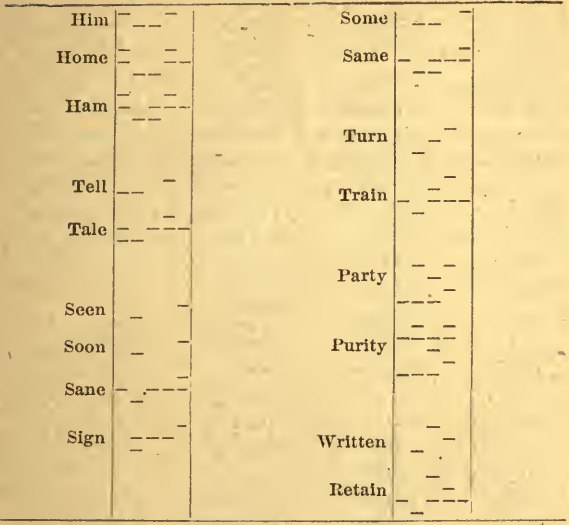
No positive rule can be given for the guidance of the student in this respect. He must to some extent rely upon his own judgment. The following suggestions will, however, be of assistance to him.

1. *Small words need vocalization more than large ones.* Comparatively few common words of two or more syllables need vocalization.

2. *Words of rare occurrence need vocalization more than frequent ones.*

3. *Words of the same parts of speech are apt to clash if written alike, while words of different parts of speech are not.* Hence, *men* and *man* (both nouns) should be written *mn* and *man;* but *men* (noun) and *mean* (verb) may both be written *mn*.

4. In many instances the spelling of two or more words would be alike if all intermediate vowels were omitted. In such cases the most frequent word should be written without vowels, and the others should be vocalized.



NOTE.—Sometimes it is difficult to tell which of two words does occur most frequently. In such cases the vowel may be used in either or both of them. *Freely* and *fairly*, *nation* and *notion* are illustrations.

WORDS LIABLE TO CLASH.

As stated on a preceding page, there are certain words which would be spelled alike if all intermediate vowels were omitted. In some cases the context will show which word was intended; in others, the vowel should be inserted in one or both the conflicting words. The following list contains the most frequent of these words. Their spelling should be thoroughly learned:

But	bt
Bought	bot
Command	Kmnd
Commend	Kmend
Contains	kntnz
Continues	kntnuz
For	fr
Fear	fer
Fire	fir
Find	find
Found	fnd
Flow	flo
Follow	folo
Good	gd
God	god
Gentle	jntl
Gentile	jntil
Hold	hold
Held	hld
Him	hm
Home	hom
Life	lf
Laugh	laf
Less	ls
Loss	los
Men	mn
Man	man
Machine	mchn
Mission	mishn
Motion	mshn
Not	nt
Night	nit
Note	not
Party	prty
Purity	purty
Permanent	prmnnt
Prominent	promnnt
Proportion	proprshn
Preparation	prprshn
Ran	ran
Run	rn
Some	sm
Same	sam
Said	sd
Side	sid
Spirit	sprt
Sport	sport
Separate	seprt
Support	suprt
Stepped	stpt
Stopped	stopt
This	ths
Thus	thus
These	thz
Those	thoz
Then	thn
Than	than
Turn	trn
Train	tran
Were	wr
Wore	wor

The above list is not intended to be eomplete. Indeed it would be a diffieult, if not impossible, to make a list whieh would eontain all words liable to clash, as words whieh are usually entirely distint sometimes oeeur in sueh a peeuliar or unusual way as to make the reading uneertain. The objeet to be kept in mind is to *write all words so that they can be read* not *only with ease* but *certainty*. In order to do this, the student must use his mind as well as his fingers, and insert vowels wherever they seem to be neeessary. If he is watchful, he will in time learn to feel instinetively where this should be done.

Both vowels should be iuserted in the following and similar words:

Below	belo	Furrow	furo
Bureau	buro	Fuel	fuel
Borrow	boro	Hurrah	hura
Boquet	boka	Ruin	ruin
Follow	folo	Shadow	shado
Fellow	felo	Thorough	thuro

PROPER NAMES.

should be vocalized more fully than ordinary words, and the eommon spelling should be adopted whenever neeessary to make the reading eertain.

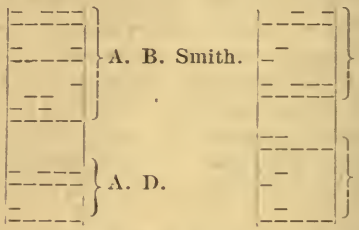
FOREIGN AND TECHNICAL WORDS

should also be quite fully written.

INITIALS.

The letters of the alphabet are used singly to represent words, (see Wordsigns). If initials are written in the same way, mistakes are liable to oeeur. Thus G A STIN

ND KO might be read Gastin & Co., instead of G. A. Stein & Co. To avoid errors of this kind, the whole five keys should be struck once after each initial. Thus:



NOTE--The initials *C* and *Q* may be written *se* and *qu* if preferred by those who find it difficult to make the combinations representing those letters, | – –| |--- –|

ABBREVIATIONS.

The abbreviations in general use may also be employed upon the Stenograph. The period need not, however, be inserted after them.

Mr	Jan	Va
Mrs	Feb	Pa
Gov	Aug	Mass (Mas)
Co (ko)	Sep	Wis

COMPOUND WORDS.

Words compounded from wordsigns should generally be spelled as when written separately.

Afternoon	afun	Overthrow	ovthro
Afterward	afwrd	Outside	otsd
Everywhere	err	Outwit	otwt
Elsewhere	elsrr	Outward	otwrd
Whatever	hte	Wherever	rre
Overcame	ovkm	Whereby	rrbi

EXCEPTIONS.—The following words should be spelled as indicated:

Inside	insd	Into	int
Indeed	indd	Overcome	ovkm

NOTE.—It should be constantly borne in mind that *all words must be so written that they can be read with ease and certainty*. This applies to the formation of the letters as well as to the spelling.

AN EXPLANATION.

The author is well aware that the spelling of quite a large number of words might be somewhat shortened by the use of what are usually termed expedients; that is, using single letters to represent syllables of frequent occurrence. At a superficial glance, the saving thus effected would seem to be large; but the analysis of many selections taken at random from books, speeches, lectures, letters and other sources, shows that it is really very small, averaging not more than one stroke in thirty-five. Add to this the facts that the use of these expedients causes some hesitation, that the tendency among shorthand writers of large experience is towards a fuller representation of words, that the most rapid operators use contractions very sparingly, that a fairly good operator makes a letter in one-sixth of a second and an expert in one-tenth, and the reader will see why the use of expedients has been rejected in the preparation of this Manual.

CHAPTER VI.

NUMBERS — PUNCTUATION — PARAGRAPHING — CORRECTIONS.

NUMBERS.

Numbers are written by using letters to represent the figures, 1, 2, 3, etc., as follows:

Both before and after writing a number all the keys should be depressed with one hand or the other, thus:

In most cases it is safe to represent the ordinals without the addition of *st*, *nd*, *rd* and *th*. Thus:

Everything should be written carefully, but especial pains should be taken with numbers.

PUNCTUATION, PARAGRAPHING, ETC.

Punctuation is an important matter. Two or more meanings can frequently be given to the same sentence by varying the points. All important pauses should be noted, but it is not necessary that a distinction should be made between commas, semicolons, etc., in all cases. It is generally sufficient to use the period to indicate the full pauses, and a line of marks |-----| to indicate the minor pauses.

To indicate that another paragraph should be commenced, write the word "paragraph" (prgrf). Other directions, such as "skip one line," "leave space for one word," may be indicated by writing those words.

The student should, in his practice, use all the punctuation marks until he becomes familiar with them, as some persons dictate not only the words they wish to have written, but also the punctuation marks, paragraphs, spacing, etc., and the operator should be able to note them without hesitation.

CORRECTIONS AND INSERTIONS.

When a word has been improperly written, it is generally sufficient to strike the space-key once and write it over again. It is sometimes better, however, to indicate, by striking the whole five keys twice, |=====|, that a mistake has been made, and then write the word or words correctly. If several words or a sentence have to be re-

written, the five keys should be depressed several times, thus: In all cases a space should be made by striking the space-key once after the striking of the five keys before commencing the next word.

When, in dictating a letter or other matter, the person dictating wishes to change the form of expression, the same method is followed. For instance, if he should say "We are inclined to doubt—take that out—we are surprised to learn," etc., the operator should stop writing when he says "take that out," strike the whole five keys several times, and write the sentence or expression over as finally dictated; or he may, if there is time, draw a single line with a pencil from the beginning to the end of the part to be stricken out.

In case an insertion has to be made some distance back, the operator may write, "Insert after" [repeating the preceding words], and then write the words to be inserted. He may also, if he can readily find the place, make a mark with pencil at the point where the insertion is to be placed.

CHAPTER VII.

PHRASING —ADDITIONAL WORD SIGNS.

Phrasing consists in writing certain words without making spaces between them, thus: Tb, to be; tg, to go; iwl, I will; uma, you may, etc.

The words *the*, *of*, *to*, *and*, *it*, *in*, *that*, *is*, *a*, *was*, *I*, *you*, *he*, *we*, *my*, *your*, *his* and *her* should usually be joined to other words. *The*, *and*, *it*, *that*, *a*, *I* and *you* may be joined to either preceding or following words:

The man	thman	A man	a man
The most	thmst	Could a	kda
Of the	vth	Was there	wzthr
To the	tth	There was	thrwz
And then	ndthn	I will	Iwl
And there	ndthr	I think	Ithk
Off and on	ofndon	Can I	kni
Now and then	nwndthn	Shall I	shli
It was	itwz	You may	uma
Was it	wzit	You have	uhv
That is	thtz	Could you	kdu
Is that	ztht	That you	thtu

Of, *to*, *in* and *is* should generally be joined only to following words:

Of the	vth	In this	nths
Of them	vthm	In that	ntht
To go	tg	Is he	zh
To try	ttri	Is that	ztht

Phrases formed by joining *the* with preceding words, as "to the," "of the," "in the," may generally be joined to following words:

Of the time	vthtm	Of the case	vthks
Of the way	vthwa	To the time	tthtm
To the place	tthpls	In the matter	nthmtr
In the house	nthhs	To be there	tbthr
If there were	fthrwr		

Phrasing should be confined chiefly to the joining of the preceding and following words:

At, an, any; be, been, but, by; can, cannot, could, came; did, do, does, done; ever, every; for, from; he, his, him, have, had, has, how, her; is, in, into; just; know, known; me, my, may, Mr., more, much, most, men, man, make, made, many; not, no, now; on, or, one, out, our, other; put; so, sir, she, say, see, some, shall, same, such, since, should; this, they, then, than, take, time, there, these, those, think, thing, them; very; we, will, who, with, were, what, when, where, which, would; yes, yet, year, your, yours.

It will be noticed that the above words are very common, and that their spelling is very suggestive.

GENERAL DIRECTIONS.

Phrasing should be limited to the joining of certain common words to others.

Only words which seem naturally to belong together, should be joined.

Words like *not, that, this, they, them, there, have, had, been, could, would,* and *should,* the spelling of which is very suggestive, may be freely joined.

Words the representation of which is more arbitrary, as *me, up, all, we,* and others, should not generally be joined.

Caution.—Avoid phrasing too much. If phrasing be

limited to the use of the above words, the habit will soon be formed of joining them whenever they occur without hesitation. On the other hand, if phrasing be attempted in a promiscous hap-hazard way, the student will often be in doubt whether to phrase certain words or not, a hesitating way of writing will result, and difficulty in reading will be experienced.

ADDITIONAL WORDSIGNS.

The wordsigns given on pages 22 and 23 should all be learned and used; but if the student or operator should fail to employ all those contained in this list no fault will be found with him.

Above	bv	Being	bg
Act	ak		
Acts	ax	Change	chj
Accordingly	akrd	Circumstance	stns
Account	akt	Company	ko
Advantage	adj	Condition	dshn
Against	gns	Consider	sdr
Agent	ajt	Considered	sdrd
Almost	lmst	Considerable	sdr
Already	lrdy	Consideration	sdrshn
Also	lso	Contract	kon
Although	ltho		
Among	mg	Defendant	dft
Amount	amt	Differ-ent-ce	df
Apt	ap	Difficult-y	dfk
		Dignity	dig
Been	b	Democrat	dem

East	es
Either	eth
End	en
Ends	enz
Especially	esp
Estimate	est
Establish	estb
Evidence	evd
Exact-ly	xk
Examination	xmn
Fact	fk
Facts	fx
General	jnl
Gentleman	jnt
Gentlemen	jnts
Individual	ind
Information	inshn
Immediate-ly	imd
Important-ce	imp
Improbable-y-ility	imprb
Impossible-ly-ity	ims
Judgment	jjm
Language	lan
Long	lg
Manufacture	mnfk
Manufacturer	mnfr
Member	mm
Necessary	nss
Neglect	neg
Negligence	neg
Number	nmb
Notwithstanding	ntwth
Object	ob
Objection	obn
Original	orj
Opportunity	op
Ourselves	ousz
Particular-ly	par
Part	p
Plaintiff	plt
People	pp
Popular	pop
Population	popn
Position	pzsh
Possible-bly	psb
Practice	prk
Practical	prk
Principle-pal	prn
Property	prp
Probable-bly	prb
Public	pb
Publish	pb
Publication	pbn
Recollect-ion	rek
Refer	rf
Reference	rfs
Regular	reg
Remember	rmm
Represent	rep
Representative	repv
Representation	repn
Respect	rsp
Republican	rep
Railroad	rrd
Satisfy-ied	sat
Satisfactory	sat
Satisfaction	sat
Similar	sim
Special	sp
Subject	sb
System	ss

Testify-mony	test	Unless	nls
Themselves	thmz	Until	ntl
Thyself	thsf	Unto	unt
		Young	gy
Under	un	Yourselves	yrsz

CHAPTER VIII.

HOW TO PRACTICE.

Learning to write well and accurately on the Stenograph is accomplished chiefly by practice. This must, however, be done properly. The spelling must be such as to render correct reading possible and easy. The letters must be accurately formed, and the hands must be used properly. There may be such practice as will be detrimental rather than helpful to the student.

The student should frequently refer to the rules, directions for using the hands, etc., and be sure that he is following them all in his practice. He should be especially careful to use the hands alternately.

Regularity of practice is very important. No matter how bright or quick a student may be, if his practice is only occasional his progress will be slow. Some definite, regular time should be set apart for daily practice, if possible.

Nothing is more important to the student than the formation of the habit of accuracy. A letter should never be made until the combination representing it is clearly in the mind. Greater speed will be attained by writing deliberately enough to be accurate than by hurrying along, continually making mistakes and losing time correcting them. If constant care be exercised in this respect, the student will, in a short time, be surprised to find how easy it is to write accurately. Notes thus taken will be

read with more ease and certainty, and copied in less time and with less fatigue.

Do not forget to accustom yourself to write without looking at the instrument.

The best practice is from the reading of others. Two or more persons who write about the same speed, can practice together to good advantage, either by reading to one another or by employing a reader. Interest in the study will be more easily kept up in this manner, and each will have the benefit of the judgment of the other in regard to the proper spelling of difficult words, and as to what phrasing should be employed.

To read well is fully as important as to write well. Therefore everything written should be read. This practice, in addition to increasing facility in reading, will lead to the discovery and correction of mistakes made in writing. It is well also to read all the matter printed in Stenograph type that can be conveniently obtained. This latter practice will aid greatly in learning to spell correctly.

Much time should also be spent in transcribing notes, which it is essential to be able to do quickly and accurately.

To do actual work well, a stenographer must comprehend what he writes. This will be more easily done if the student forms the habit of paying attention to the sense of what he writes while practicing.

At first, practice should be from pleasant and easily written matter. After some speed is attained, the daily papers afford good matter for practice.

CHAPTER IX.

THE AMANUENSIS, HIS QUALIFICATIONS AND DUTIES.—THE VERBATIM REPORTER.

The first requisite of a good amanuensis is to be able to write in a legible manner at a speed of at least 100 words per minute, and to accurately and neatly transcribe the same.

Ability to write a good hand or to operate a type-writing machine, is a necessity. Probably the great majority of those who employ stenographic clerks, require them to use type-writing machines in the transcription of their notes. To do work neatly on these machines, the operator must be deliberate. The remarks on page 53, in regard to care and accuracy in the use of the Stenograph, apply with equal force to type-writing machines.

Correct spelling and capitalization are imperative in the work of the amanuensis. A dictionary should be kept near at hand, and consulted when any doubt is felt as to the correct spelling of a word.

If an operator can not punctuate fairly, he should at once seek to become able to do so. This can be learned from books intended for the purpose, and by noticing the use of the various points in accurately written letters and other matter. Bearing the reason of the points and the sense of the matter in mind, will greatly assist him.

Beginners are cautioned against using too many punctuation marks, which is a greater fault than using too few.

Letters and other documents must be written in proper form. Every amanuensis must be able to do this. If the employer prefers any particular form, that form should be followed.

Paragraphing should be properly done. With every change in the topic a new paragraph should be commenced.*

Not enough stress is placed by beginners generally upon neatness in doing their work. Too much care cannot be bestowed upon this point.

Facility in getting out work is important. This is acquired by experience. A beginner should not expect to be able to do as much work, nor receive as much compensation, as an experienced amanuensis, but he should do his best to equal him in accuracy and neatness.

The person dictating, being frequently more occupied with the thoughts he is expressing than with the words he is using, is apt to make mistakes occasionally. Hence the amanuensis should be able to correct at least the more common errors in the use of language.

It is difficult if not impossible for one to take notes and copy them accurately, if he does not comprehend the meaning of what he writes. As each business has a vocabulary peculiar to itself, when about to take a position it is well for the amanuensis to obtain the circulars, catalogues, etc., used by his contemplated employer, and familiarize himself with the terms used and the names of the goods handled.

To be able to refer readily to preceding parts of matter

*Spelling, capitalizing, punctuation, paragraphing, and kindred matters of importance to all who have much writing to do, are fully treated of in How to Write Letters, by Westlake.

dictated is very desirable, as it is quite annoying to a busy man to be compelled to wait while his Stenographer hunts for some preceding word or sentence. Keeping the mind on the work in hand will be of great assistance in this respect. If the dictator stops before finishing a letter or other document, keep in mind the last sentence, or part of sentence, dictated, so that you can immediately inform him if he asks, What did I say?

Care and close attention should be given to the work at which one is engaged. If a person is half way thinking of something else while taking notes, the matter dictated will not fix itself as firmly upon his mind as if he pays good attention, and the memory will not render him the same assistance in copying his notes, in case he takes them improperly.

This chapter will be closed with the following extracts from a paper, read by Ivan W. Goodner, before the International Association of Shorthand writers at Toronto, Canada, August, 1883.

"It is the amanuensis' duty to take down in legible shorthand writing every word uttered by the dictator. If, on account of bad construction of sentences, changes become necessary, they should be made in the transcript, not in the notes. It is also his duty to transcribe his notes with dispatch, and in the neatest possible manner.

"The amanuensis occupies a position of trust and responsibility, and no professional or business man will wish to employ as amanuensis a person in whom he cannot repose perfect confidence. To this end the successful shorthand clerk must possess, first, a good moral character; second, the ability to guard as a most sacred trust all knowledge he may acquire of his employer's affairs. Without these qualifications he will fail of suc-

cess, even though capable of writing in shorthand the requisite number of words per minute, and rapidly and accurately transcribing the same.

"The amanuensis should be willing at all times to make his employer's interest his own. It frequently happens that a very much larger mail is received on one day than on another, and at such times it is the amanuensis' duty to do all he can to facilitate the speedy dispatch of replies thereto. It may be necessary for him to hammer away on his type-writer far into the night, but if he receives extra compensation for night work, and he usually does, he ought not to grumble.

"Many firms have branch houses or agents, with whom they correspond almost every day, and inasmuch as it becomes very monotonous to repeat the full address, name of firm, street and number, city and state every time a letter is dictated, the wise amanuensis will prepare and keep close at hand a little book containing full addresses of all regular correspondents. Another book which should be found on the desk of every amanuensis throughout the land is the United States Postal Guide.

"In concluding this portion of my paper, I would counsel the amanuensis to stick to his place, if he has a good one, for I believe that he will thereby not only secure the largest salary, but as a greater familiarity with the peculiar class of words used will render his work less difficult, he will enjoy an easy as well as lucrative situation."

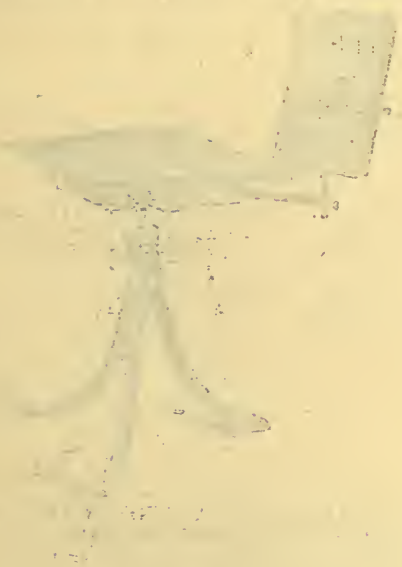
THE VERBATIM REPORTER.

The work of the verbatim reporter is much more difficult than that of the amanuensis. He must, therefore, possess not only the qualifications essential to the good amanuensis, but such additional ones as will enable him satisfactorily to perform the more difficult duties of his calling.

He should be able to write at least 150 words per minute of average matter, and to "hang on," even though the speaker gets ten to twenty words ahead of him.

Good natural abilities, a fair education, and a large stock of general information are indispensable to the reporter. The necessity of these will be appreciated when it is understood (1) that it is impossible to make a good report of anything the meaning of which the reporter does not comprehend, and (2) that the work of the general stenographer covers an almost limitless variety of topics.

A series of Exercises is being prepared for the use of Stenographic Students.



The Rockford Type-Writer and Caligraph Stand.

B. O. BAKER
LAWYER
DALLAS, TEXAS

With patent SLIDING TOP, PIVOT SCREW, DETACHABLE LEGS, and ADJUSTABLE COPY-HOLDER.

Without question the most complete and practical stand for all kinds of type-writing machines.

Polished Black Walnut Top (16 x 23 inches.) All other parts of metal, finished in black, nickel, and bronze.

It is pronounced by all who try it as incomparably superior to any of the stands and cabinets heretofore used. A few minutes' trial will satisfy the most skeptical. It is portable as a chair, and easily taken apart for packing.

Price $8.00. Special discount to dealers in Type-Writer Supplies. Send for descriptive circular.

The Stand will be sent, express paid, to any point west of the Rocky Mountains where there is no agent.
Send all orders to

SAM'L L. CONDE,
ROCKFORD, ILL,

UNIVERSITY of CALIFORNIA
AT
LOS ANGELES

The Stenograph.

THE ONLY UNIFORM SYSTEM OF SHORTHAND.

PRICES:

STENOGRAPH, WITH Leather CASE AND MANUAL,	$40 00
INSTRUCTIONS EXTRA.	
MOROCCO CASES, LINED WITH PLUSH, EXTRA,	3.00
STENOGRAPH MANUAL, BY MAIL,	.25
" " CLOTH.	.40
RIBBONS (LASTING FROM 2 TO 4 MONTHS),	.30
ROLLS OF PAPER ($1.00 PER DOZ.) EACH,	.10

TERMS, CASH IN ADVANCE.

Size of Stenograph, 7¾x7¾ inches.
Weight, including Case, 3¼ lbs.

The Stenograph is practically noiseless.

It is portable, being carried in a case resembling that used to contain a field-glass, as per cut.

The paper roll contains as much as the largest shorthand book.

The inked ribbon lasts from three to four months in ordinary use.

No pencils to sharpen or leaves to turn.

UNIVERSITY OF CALIFORNIA LIBRARY
Los Angeles
This book is DUE on the last date stamped below.

orm L9-25m-9,'47(A5618)444

UC SOUTHERN REGIONAL LIBRARY FACILITY
A 000 564 837 3